The Show Me Challenge

education

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OVERVIEW

EXECUTIVE SUMMARY

The objective of continuous performance improvement is to understand and meet student and stakeholder requirements to the maximum extent possible. The ability to achieve this objective depends upon continuous improvement in all of the processes that ultimately support the student or stakeholder.

Whether a school is just starting its quality journey or already is a world-class school with a history of providing superior student/stakeholder satisfaction, everyday improvement is imperative. The process of continuous improvement involves identifying where the school is currently in terms of the quality of its processes, practices, programs, and services and where it must go to achieve its quality vision. Step one, and the purpose of the *Show Me Challenge* self-assessment process, is to understand how well the school is doing today.

The *Show Me Challenge* will help you and your team:
- understand the model for continuous performance improvement;
- conduct a preliminary self-assessment; and
- identify key opportunities for performance improvement and greater student/stake-holder satisfaction.

The *Show Me Challenge* is divided into four sections. The following provides an overview of those sections.

Why Take the Show Me Challenge

Section I introduces the *Show Me Challenge* and outlines why the commitment to performance improvement is important to every educational organization in Missouri.

Understanding the Model for Continuous Performance Improvement

Section II introduces the Criteria for the Missouri Quality Award (MQA), a model of continuous quality improvement for education. For those just learning about total quality, however, the concepts in the seven Categories of the Criteria may seem complex or unclear. The *Show Me Challenge* can help you obtain a general understanding of these Criteria and how they can guide your implementation of key quality principles. The seven MQA Categories and eleven key quality concepts embedded in the Criteria are discussed.

Conducting a Preliminary Self-Assessment

Following the general introduction to total quality and the MQA, Section III offers a set of team exercises to help you complete a **preliminary** self-assessment of your school. In approximately four to six hours, your team can conclude an initial evaluation of your school's achievements in relation to the MQA Categories.

A step-by-step process for conducting the *Show Me Challenge* self-assessment by each MQA Criteria Category is presented. The self-assessment for each Category is divided into two parts. Part One asks questions which are derived from the MQA Criteria. Part Two outlines a method of recording and analyzing your self-assessment findings.

The self-assessment process helps your team identify numerous opportunities for improvement. This guide will then help you focus on the few key opportunities that can be addressed with specific actions in the short term.

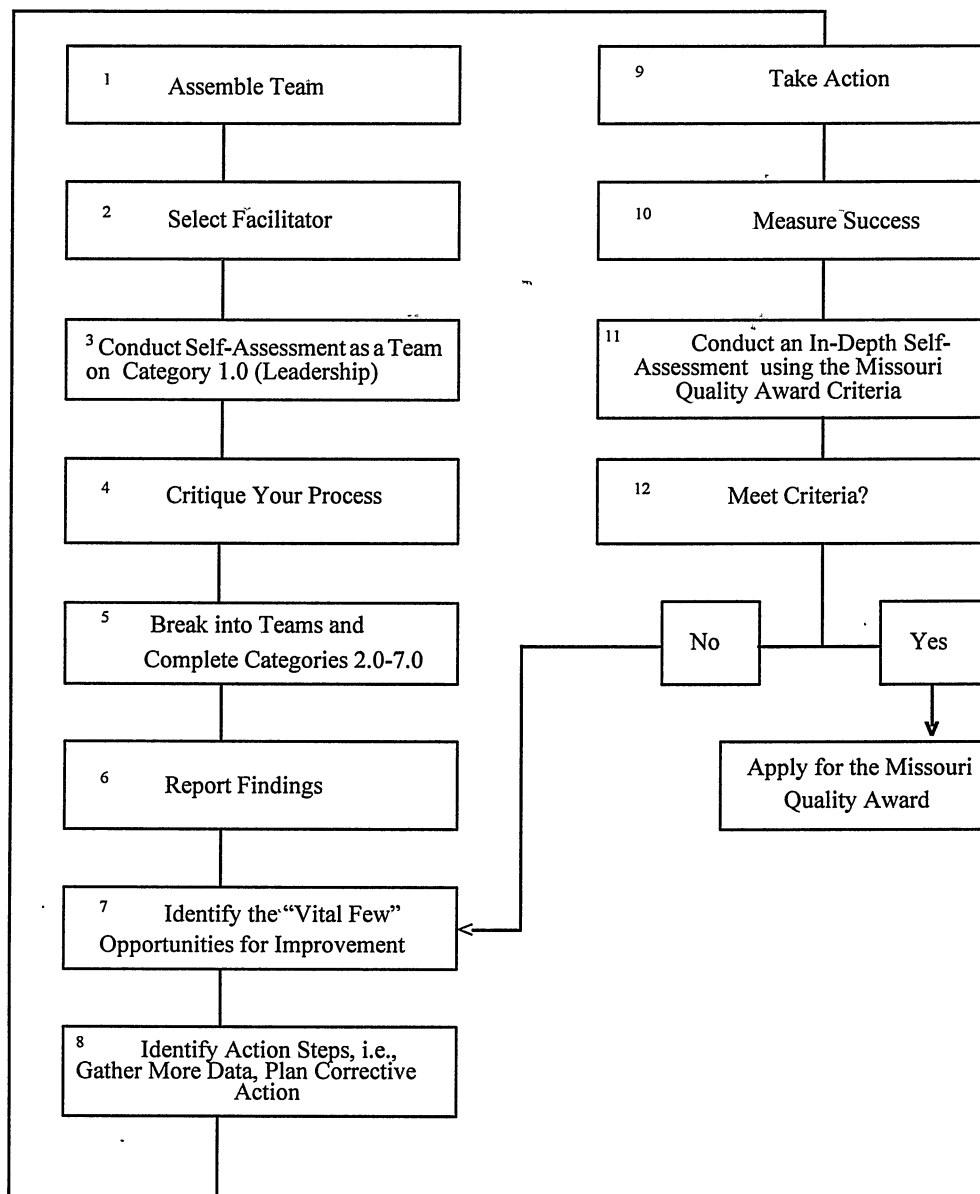## *Taking Your Continuous Performance Improvement to the Next Level*

Section IV looks briefly at how a school which is experienced with continuous performance improvement can apply the techniques of the *Show Me Challenge* to help achieve even higher levels of process and student/stakeholder service quality. A glossary of terms used throughout the *Show Me* process as well as within the total quality environment is also provided.

Finally, a short questionnaire addressing the major aspects of the *Show Me Challenge* is provided. The Excellence in Missouri Foundation would like to hear from you and receive any suggestions or recommendations you may have on improving the *Show Me Challenge* self-assessment process.

The Show Me Challenge Roadmap to Success

How can our school become a model of continuous performance improvement and achieve success through delighting students and stakeholders? Take the first step on the *Show Me Challenge* Roadmap depicted below.

1 Assemble Team	**9** Take Action
2 Select Facilitator	**10** Measure Success
3 Conduct Self-Assessment as a Team on Category 1.0 (Leadership)	**11** Conduct an In-Depth Self-Assessment using the Missouri Quality Award Criteria
4 Critique Your Process	**12** Meet Criteria?
5 Break into Teams and Complete Categories 2.0-7.0	No / Yes
6 Report Findings	Apply for the Missouri Quality Award
7 Identify the "Vital Few" Opportunities for Improvement	
8 Identify Action Steps, i.e., Gather More Data, Plan Corrective Action	

INTRODUCTION

Continuous performance improvement is no accident and it is not an ironclad guarantee for success. It is, however, a systematic way to improve your school's performance by focusing attention on key requirements and the needs of students and stakeholders.

The members of the Excellence in Missouri Foundation Board of Directors, which represent large and small private companies, educational institutions, health care organizations, as well as state government, believe that a commitment to total quality will produce improved education opportunities.

Continuous performance improvement can open new doors and uncover exciting new ways of improving efficiency, service, and quality in your school. This booklet is about getting started, or as we like to say "Taking the *Show Me Challenge*."

We provide self-assessment exercises, comparisons, and benchmarking strategies, along with differing approaches and applications targeted to every size organization. The *Show Me Challenge* is a step-by-step, ongoing commitment to improving upon the very best in your school.

The Excellence in Missouri Foundation strongly urges you to take the *Show Me Challenge* and make the *Show Me* approach to quality your own.

PURPOSE OF THE SHOW ME CHALLENGE GUIDE

This guide can help you and your team obtain a general understanding of what it means to "Take the *Show Me Challenge*" and how to conduct a preliminary self-assessment of your school. The self-assessment process should yield some key benefits:

- a preliminary sense of how your school is performing relative to key quality criteria;
- a commitment to the value of conducting regular self-assessment; and
- a way to identify the highest priority opportunities for performance improvement and greater student and stakeholder satisfaction.

As you may be aware, self-assessment is a structured process that any school can use to determine its current status along the quality improvement spectrum. Self-assessment in turn helps you identify opportunities—between where you are and where you would like to be. Once opportunities for improvement have been identified, the school can then take corrective action. An important aspect of self-assessment is that many people, in all areas of your school, can be involved in the self-assessment and improvement processes.

You don't have to be a large school to implement quality. Any education organization can benefit from understanding and practicing the school improvements that make systems work more effectively and efficiently. Use the self-assessment as a way to learn about quality principles and build a commitment to quality in your school. Don't be discouraged if you identify significant opportunities for improvement in your quality process. Every school needs improvement. Look at the self-assessment process as a positive step on the path to achieving your quality goals.

Applying the *Show Me Challenge* process is the first important step to starting on your journey to continuous performance improvement. Engage your school. The result will be satisfaction in knowing you are joining the ranks of the many Missouri schools that are using a total quality approach to improvement.

INTRODUCTION TO THE SHOW ME CHALLENGE FRAMEWORK

KEY QUALITY CONCEPTS

As you learn about quality improvements and start the self-assessment process, it's important to be aware that there are several key concepts that are embedded in the Missouri Quality Award Criteria.

LEARNING-CENTERED EDUCATION

The focus of education is on learning and the needs of learners. Schools need to focus more on students' active learning and development of problem-solving skills.

LEADERSHIP

A school's administrator and leadership ensure the development of the strategies, systems, and methods for achieving excellence and the creation of clear and visible directions and high expectations.

CONTINUOUS IMPROVEMENT AND ORGANIZATIONAL LEARNING

Schools should pursue regular cycles of planning, execution and evaluation of every process and system. On-going improvement of these processes and systems leads to ever-higher quality and student/stakeholder satisfaction.

FACULTY AND STAFF PARTICIPATION AND DEVELOPMENT

A school's success in improving performance depends critically upon the capabilities, skills and motivation of its faculty and staff. Faculty and staff success depends upon having meaningful opportunities to develop and practice new knowledge and skills. Schools should invest in faculty and staff development efforts.

PARTNERSHIP DEVELOPMENT

Schools should seek to build internal partnerships—those that promote cooperation among faculty and staff groups—and external partnerships—those with other schools, businesses, business associations, community and social service schools, and suppliers to better accomplish overall goals.

DESIGN QUALITY AND PREVENTION

Design of educational programs, curricula and learning environments should include clear learning objectives, taking into account student needs, and an effective means for gaining student progress.

MANAGEMENT BY FACT

Measurement, information, data, and analysis are critical to sound planning and improvement. Schools should put systems in place to collect and analyze accurate and timely data.

LONG RANGE VIEW OF THE FUTURE

Schools must be willing to make a long-term commitment to students and all stakeholders. This includes anticipating changes and creating an assessment system focused on learning.

PUBLIC RESPONSIBILITY AND CITIZENSHIP

Schools should understand the importance of serving as a role model in its operation as an institution. It should also recognize the need to lead and support publicly important purposes within reasonable limits of its resources.

FAST RESPONSE

An important measure of school effectiveness is faster and more flexible response to the needs of students/stakeholders. Such an emphasis can help simplify work systems and processes.

RESULTS ORIENTATION

A school's performance system should focus on results, which reflect and balance the needs and interests of students and all stakeholders.

OVERVIEW OF
THE MISSOURI QUALITY AWARD CATEGORIES

Here is a brief overview of the seven MQA Criteria Categories:

Leadership
(CATEGORY 1.0)

- Senior administrator's leadership and personal involvement in:
  - creating and reinforcing values and high expectations throughout the school;
  - setting directions and performance excellence goals;
  - maintaining a climate conducive to teaching and learning; and
  - reviewing overall school performance.

- Integration of the school's student/stakeholder focus and performance expectation into its leadership system.

- Your school's leadership in its public responsibilities, such as environmental protection and ethics and how it contributes as a good citizen in its key communities.

Information and Analysis
(CATEGORY 2.0)

- The use and management of valid data and information to derive excellence and improvement of your school's overall performance, including operational and comparative performance.

- The adequacy of your data, information, and analysis system to enhance your school's focus on students/stakeholders, and to support improvement of your programs, services, and human resources.

Strategic and Operational Planning
(CATEGORY 3.0)

- Your school's planning process.

- How your school integrates key student/stakeholder and operational performance requirements into overall organizational planning.

- Your school's critical success factors and how they are translated into an action plan.

- How key performance requirements and operational performance measures and/ or indicators are deployed.

Human Resource Development and Management
(CATEGORY 4.0)

- The effectiveness of your school's efforts to develop and realize the full potential of the faculty and staff.

- Your school's efforts to maintain a work environment conducive to full participation, empowerment, personal and organizational growth, and cooperation between administration and faculty and staff.

Educational and Business Process Management
(CATEGORY 5.0)

- The systematic processes used by the school to pursue ever-higher quality and overall operational performance.
- The key elements of process management, including:
  - design and delivery of education, programs, and services;
  - management and continuous improvement of process quality for all academic processes; and
  - the school's plans and actions to improve business operations.

School Performance Results
(CATEGORY 6.0)

- Your school's student performance, education climate, and service quality, as determined by objective measures, currently and over the past few years.
- Overall operational performance results, including business operations.
- Current quality and performance levels relative to those of comparable schools.

Student Focus and Student and Stakeholder Satisfaction
(CATEGORY 7.0)

- Your school's relationship with its students and stakeholders.
- Your school's knowledge of and responsiveness to student/stakeholder requirements.
- Stakeholder relationship management and methods to determine student/stakeholder satisfaction.
- Current levels and recent trends in student/stakeholder satisfaction.
- Student/stakeholder satisfaction relative to comparable schools.

To improve performance, your school should address the vital aspects of quality improvement in each of these categories. Schools that are just getting started in continuous performance improvement will most likely find that they have made significant progress in the Leadership area, but are weak in Categories 6.0 (School Performance Results) and 7.0 (Student Focus and Student and Stakeholder Satisfaction).

The Missouri Quality Award Categories—Point Values

If your school were to apply for the Missouri Quality Award, these are the maximum number of points that could be earned in each category:

Category 1.0	Leadership	90 points
Category 2.0	Information and Analysis	75 points
Category 3.0	Strategic and Operational Planning	75 points
Category 4.0	Human Resource Development and Management	150 points
Category 5.0	Education and Business Process Management	150 points
Category 6.0	School Performance Results	230 points
Category 7.0	Student Focus and Student and Stakeholder Satisfaction	230 points

QUALITY IN EDUCATION

"The Criteria for the Missouri Quality Award do not apply to my institution; we are unique." This remark has been heard over and over again as the Examiners and members of the Excellence in Missouri Foundation have discussed quality and the Award with members of various schools. *"That only applies to a manufacturing environment"* is the next most frequent comment. But quality is not only the province of the production line. Quality must be in all schools if they are to improve and succeed.

There are differences, however. Often these differences are no more than recognizing a different vocabulary. Sometimes the differences are real and very significant. A *president* can be a director in government, a *principal* in education, an *owner* of a small business, or a *doctor* in health care. However, customers to government agencies could be the general populace of the electorate and not necessarily the individual organization being regulated or inspected. Recognizing these differences is important.

In this next section what you will see is how people from education view quality and the Criteria for the MQA as an appropriate strategy to improving how they do "business." In addition, as you work through the self-assessment later on in this booklet you will see how various questions apply to your school. We hope this will be helpful and assist you as you start the *Show Me Challenge*.

The education sector includes public and private institutions. These institutions include public and private schools (pre-K thru 12), as well as community colleges, technical training centers, colleges, and universities.

The need to measure the quality of our schools is essential. The taxpayer or student/stakeholder needs to know that they are receiving value for their tuition or tax dollar. Businesses need to know the quality of the available work force and the community needs to know that the students exiting schools and living in our community are capable of becoming contributing members of society.

The MQA application process provides a third-party quality assessment. The numerical scores generated by the assessment process in each of the seven Categories are validated by a site visit conducted by the Board of Examiners. The categorical scores and total score provide a valid-third party assessment of the quality of the school being assessed. These scores are comparable not only between schools, districts, colleges, and universities, but are comparable to other noneducational schools. Not only does this provide an overall quality rating for the school but also serves as a diagnostic tool for the school as quality improvement strategies are developed. The individual Categories provide an excellent structure for the schools to plan developmental activities. The MQA application process is a proven world class system that can provide a valid assessment of the quality of a school district, individual school, or college. PUBLIC OR PRIVATE SCHOOLS - PRE-K THRU 12

PUBLIC OR PRIVATE SCHOOLS - PRE-K THRU 12

Quantifying the quality of our public schools historically has been very subjective. To date, no one has developed a process to realistically assess and quantify the quality of education provided by a public school district and/or individual public or private schools.

The difficulty of developing a valid assessment relates to the number of variables that influence the traditional metrics used to assess school performance. The research indicates that socioeconomic status is a powerful predictor for individual student success and thereby the school or school district's success is highly correlated to the demographics of its student population. Students with high socioeconomic status score better on standardized metrics than students of low socioeconomic status. Therefore, the school's performance or district's performance tends to be a reflection of the demographics and not necessarily the quality of the process of education. How can we fairly assess the quality of the education process? In essence, how can we level the playing field to assess quality in light of what we know about the influence of socioeconomic status and other demographic factors on standard measures of student performance?

The MQA process and Criteria have direct application to education. Using this process and these Criteria, legitimate comparisons between districts and individual schools can be made. This method of assessment of quality has the potential to level the playing field and provide common comparative criteria that are accepted in the business community. These common criteria provide not only a quality assessment but also a communication linkage to business partners. The open communication linkage provides opportunities to effectively utilize technical assistance from the business community to facilitate the continual improvement of our schools.

INSTITUTIONS OF HIGHER EDUCATION

Institutions of higher education will benefit by using the MQA assessment criteria. Functional distinctions that exist between specific areas of study at the community college or technical school level or between individual colleges within a university present many opportunities for the use of systemic improvement strategies. These strategies can be designed to enhance service to the student and public, increase communication between faculty and staff, and support ORGANIZATIONAL governance by community, faculty, and administration. Overall activities including academic, curricula, and administrative functions are applicable to the MQA Criteria. Academic activities such as program and course design, delivery, and a variety of faculty and staff services (advising, career planning, etc.) are typical products provided to student/stakeholders in this sector.

SELF-ASSESSMENT

THE SELF-ASSESSMENT PROCESS

The *Show Me Challenge* approach consists of three steps: conducting a self-assessment, identifying the "vital few" opportunities for improvement, and taking action.

Who Should Be Involved in Conducting the Self-Assessment

The self-assessment exercises in this guide can be conducted in any number of ways; the structure depends on the size and flexibility of your school.

A few guidelines for the effort:
* Assemble a team;
* Include representatives of different functions and different levels in your school or unit;
* Involve at least one key leader in your school or unit;
* Have a designated facilitator for team meetings;
* Have a designated timekeeper for team meetings; and
* Maintain a manageable team size, so that everyone can participate and your team can still be effective.

If your school is small, the whole team may want to conduct all the self-assessment exercises together. If possible, however, divide your team into four to six smaller subteams. Each of the smaller subteams can be responsible for reviewing one or more of the MQA Categories and how they relate to your school. A sample structure:

Whole Team:	Category 1.0
Subteam 1:	Categories 2.0 & 3.0
Subteam 2:	Category 4.0
Subteam 3:	Category 5.0 & 6.0
Subteam 4:	Category 7.0

The process can go like this:

* The whole team starts by working together on an assessment of Category 1.0, Leadership.

* Each subteam then conducts the self-assessment for its designated Category or Categories.

* When all of the subteam work is done, all teams reconvene to report their findings to one another. This sharing can lead to even more ideas and learning for everyone.

* Last, the whole team works together to identify the "vital few" opportunities for improvement and possible action steps.

Length of Time if Should Take to Complete This Self-Assessment

Before your team gets together to conduct the self-assessment exercises, each member may want to take an hour or so to read the overview of the Missouri Quality Award Categories and the Key Quality Concepts on pages 6-7 of this booklet. You may also want to review the Glossary on pages 40-44.

Your team should then dedicate a total of four to six hours to complete the self-assessment exercises on pages 18-36. The timetable will probably look like this.

Task	Time
Preliminary self-assessment of Category 1, Leadership	1-2 hours
Preliminary self-assessment of Categories 2-7 (Categories are reviewed by subteams)	1-2 hours
Identifying the "vital few" opportunities for improvement	Up to 1 hour
Identifying action steps	Up to 2 hours

Please note that the exercises in this guide need not be completed in one day; you can divide the work into shorter sessions over the course of two or more days. Your outcome—however long it takes—should be a **preliminary** assessment of your school's status in implementing continuous performance improvement.

Guidelines for the Self-Assessment Exercises

Now that you are familiar with the basic concepts of continuous performance improvement and the Missouri Quality Award Criteria, you can start to evaluate the achievement of quality in your own school. The following exercises are intended to help you work through all seven MQA Categories. This self-assessment will only provide a preliminary overview of your school's progress in implementing quality, because it does not ask you to collect evidence and data to support your conclusions. Your conclusions will be derived only from the opinions and statements of your team members. Nevertheless, this self-assessment should help you get a good sense of where you are and where you need to go.

Here are some basic suggestions for the process:
- To get started, you should assemble a team. Your whole team should work together to examine your school's achievement of quality leadership (Category 1.0).
- Leadership is widely seen as the first step, the "enabler," to implementing total quality. Your team's work on this Category will provide a good start to your preliminary self-assessment. The Category 1.0 exercises start on page 18.
- The next step is to continue your self-assessment against Categories 2.0 through 7.0 starting on page 21. If possible, break up into subteams to examine each of these Categories.
- Keep in mind that this preliminary self-assessment process asks you to look at each Category and answer a number of questions to determine if your school has implemented a sound, quality approach. That approach is considered more effective if it is used by everyone (or all appropriate persons) in your unit or school. In Categories 6.0 and 7.0, your efforts are successful if you can point to (and measure) results you have achieved. See the "Scoring Guidelines" on page 16 for more detail on approach, deployment, and results.
- If you find that your team cannot agree on a particular issue or score, you may want to consider taking a break in your process to collect data or information . It's better to interrupt the exercises than let controversy or disagreement ruin your self-assessment.

Please remember that the exercises in this guide are only intended to give you preliminary experience with the MQA Criteria. The exercises will by no means familiarize you with all the facets and requirements of continuous performance improvement. Indeed, these exercises will probably be most useful to you if your school is in the early stages of continuous performance improvement.

In completing the *Show Me Challenge* self-assessment exercises, use the scoring guidelines to help with your evaluation. Your team and/or subteams should record ideas, strengths, opportunities for improvement, and initial scores on flip charts to make sharing easier. Remember to be as honest as possible in your statements and your scoring—and keep your eye on the end result of this process: **IMPROVEMENT.**

Scoring Guidelines

The self-assessment exercises in this guide are intended to help you and your team develop a general understanding of the Missouri Quality Award Criteria and of your school's performance relative to the MQA quality standard. The real benefit of going through the self-assessment process is that it should help you identify key opportunities for ORGANIZATIONAL improvement.

Scoring your self-assessment can help you focus on those key improvement opportunities. The following scoring system will, therefore, be a simple one, designed to help you learn and grow, rather than determine a precise score for your school.

The key concepts to consider in deciding your score are:

APPROACH

The plan, the intent, the way of organizing or "getting ready" to implement quality in your school. Ask yourself: **How do we go about addressing the quality concepts in the Missouri Quality Award Criteria?** Are our processes and programs implemented in a **planned, systematic way?**

DEPLOYMENT

The extent of our implementation of quality. Ask yourself: **How many of our faculty and staff** are involved in our quality activities? **How long** have they been in place? **How much and how often** are they used? Are all activities implemented in **primary and support** areas of our organizations?

RESULTS

The outcome of your quality efforts. Ask yourself: **What benefits have we derived** from our quality activities? **How are we currently doing, in quantitative terms? Have there been positive trends in our results** over the last few years? **How do we compare** to other schools?

THREE DIMENSIONS FOR CATEGORIES

The self-assessment exercises that begin on page 18 will ask you and your team to review your progress relative to the quality concepts in each of the MQA Categories. Your score for each Category will be "Needs Improvement," "Adequate," "Good," or "Excellent." In applying scores to your activities, look for:

Methods...
-Values
-Mission
-Policies
-Processes
-Plan

APPROACH   RESULTS

DEPLOYMENT
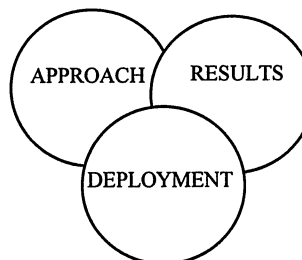
Outcomes and Effects...
-Levels achieved
-Improvement trends
-Sustained Improvement
-Significance to school
-Compared to best

Active Application of Quality Approaches across all...
-Students/stakeholders
-Operations
-Divisions and/or units
-Programs and Services
-Processes
-Suppliers

- Approach and Deployment in Categories 1.0, 2.0, 3.0, 4.0, 5.0, and 7.0.
- Results in Categories 6.0 and 7.0 only.

Please keep in mind that you should have evidence to support statements about your quality activities:

SCORING

Please refer to the following table for assistance in determining your scores throughout the self-assessment process.

Score	General Assessment
Needs Improvement	There is little or no evidence of effort in this category. Quality issues are of low priority to our school.
Adequate	There is evidence of effective efforts in some areas, and outstanding in a few. Good processes exist, but they may not be well integrated throughout most primary and support areas. Many approaches are in the early stages of development. We need to achieve further deployment of quality practices, more continuous improvement cycles, and stronger results clearly linked to quality efforts.
Good	There is evidence of effective efforts in most areas, and outstanding in several. Deployment and results show strength, and there are some improvement trend data. Some efforts are still in the early stages of development, however. Additional improvement cycles are needed.
Excellent	There are effective efforts in all areas, and outstanding in many. We have good integration and good to excellent results in all areas. We also have strong, positive trends in most areas. Our school has fully deployed its quality practices. Continuous improvement efforts are systematic and widespread. We are a state, national, or world leader in several areas.

CONDUCTING A PRELIMINARY SELF-ASSESSMENT

CATEGORY EXERCISES

> Each Category is divided into two parts:
> Part 1: Questions and information;
> Part 2: Recording and analyzing your self-assessment.

Category 1.0 - Leadership

The *Leadership* category asks you to examine your senior administrator's personal leadership and involvement in creating and sustaining a focus on student/stakeholders, making a commitment to ever-higher quality of the school's education, programs, and services and fostering a leadership system that promotes performance excellence. You are also asked to look at how the values and expectations of your school are integrated into the management system. Also examined is your school's commitment to its public responsibilities and citizenship.

Specific areas to assess in your own school are:

SENIOR ADMINISTRATION LEADERSHIP

> Senior administrator's personal involvement in setting direction and in developing and maintaining a leadership system for performance excellence. How senior administrators create and reinforce values and expectations throughout the school's leadership system.

LEADERSHIP SYSTEM AND SCHOOL

> How the school's student/stakeholder focus and performance expectations are integrated into its leadership system and structure.

PUBLIC RESPONSIBILITY AND CITIZENSHIP

> How the school includes its responsibilities to the public in its performance improvement practices and how it leads and serves as a role model in its community.

Overview Self-Assessment Exercise
PART ONE

Ask yourself the following questions about your school:

1. How do our administrators tangibly demonstrate that quality and commitment to students "start at the top"?
2. What are the mission and vision statements that are articulated by our top leaders? Do these statements emphasize the importance of quality of our organization's instruction, services, educational programs, and people? Do these statements provide a student focus and direction for faculty and staff?
3. What are the values and expectations that have been developed by our leaders? Are they deployed throughout the leadership system? Are they effectively communicated and reinforced to all faculty and staff?
4. How are our student/stakeholder requirements and expectations reflected in our vision and values?
5. How do we know if faculty and staff understand our vision and values?
6. How does our leadership system get the entire organization to focus on common goals and create a positive teaching/learning environment?
7. How often do we review progress to ensure that we are moving toward our planned goals? What type of reviews are used and do these reviews produce actions to improve performance?
8. What kinds of arrangements do we have with students/stakeholders and other external schools to reinforce our commitment to quality, both within our school and in the community at large?
9. How do we serve as a role model for areas of public interest and concern?
10. What demonstrates our school's commitment to its public and social responsibilities, such as organizational ethics; community education; public health and safety; cultural diversity; affirmative action; Americans with Disabilities Act; environmental protection; and waste management?

Recording your Self-Assessment
PART TWO

On a flip chart, list your school's strengths in relation to the questions on the previous page. In other words, list what you believe is done well in your school. Then list opportunities for improvement. Capture ideas on what needs to be changed and improved.

Then, using the Scoring Guidelines on pages 16-17, agree on an appropriate score for your school for this Category.

Your flip chart page(s) might look something like this:

CATEGORY 1.0—LEADERSHIP

Strengths	Opportunities for Improvement
Question 1	Question 1
Question 2	Question 2
Question 3	Question 3
Question 4	Question 4
Question 5	Question 5
Question 6	Question 6
Question 7	Question 7
Question 8	Question 8
Question 9	Question 9
Question 10	Question 10

Our score for this Category:

☐ Excellent   ☐ Good   ☐ Adequate   ☐ Needs Improvement

Category 2 .0 - Information and Analysis

The *Information and Analysis* category asks you to examine the use and management of valid data and information to drive excellence and improve overall performance compared to other schools or similar schools. Also examined is the adequacy of the school's data, information, and analysis system to support "management by fact" and to support improvement of the school's programs, services, internal operations, human resource capabilities, and student/stakeholder focus.

Specific areas to assess in your own school are:

MANAGEMENT OF INFORMATION AND DATA

The types of data and information the school collects and uses for planning and management (e.g., data on employees, students, programs, suppliers); and how the organization uses the data to improve overall performance of the school.

COMPARISONS AND BENCHMARKING

The types of data and information the organization collects on comparable schools and national leaders in the field (e.g., data on the quality of other organizations' education, programs, and services, or data on other organization' student/stakeholder satisfaction); and how these benchmark or comparative data are used to improve overall performance, are analyzed, and used to support overall operational objectives.

ANALYSIS AND USE OF SCHOOL-LEVEL DATA

The integration of data and information from all parts of the school and how it is analyzed to support reviews, decisions, and planning. Relating planning to performance improvements.

Overview Self-Assessment Exercise
PART ONE

Ask yourself the following questions about your organization:

1. What data do we collect and why? How do they relate to student/stakeholder needs?
2. How do we ensure that our data are valid, reliable, up-to-date, and readily available to all appropriate school units?
3. How do we determine what kinds of information to seek about comparable organizations and about the very best schools in our field?
4. How do we use comparative or benchmark data as a catalyst for improvement and innovation?
5. How do we use information about students/stakeholders?
6. How do we use information about our overall performance?
7. How are operational data analyzed, reported, and utilized to develop short-term improvements in instructional methods, operations, and services?
8. How do we improve all of our data and information processes, including collection of data, increasing speed of access to data, and data analysis?
9. How do we determine the data and information needs for faculty and staff at all levels?
10. How do we analyze data to identify specific areas for quality improvement?
11. How do we analyze data to define early warnings of potential problems?

EXCELLENCE IN MISSOURI FOUNDATION

Recording your Self-Assessment
PART TWO

On a flip chart, list your school's strengths in relation to the questions on the previous page. In other words, list what you believe is done well in your school. Then list opportunities for improvement. Capture ideas on what needs to be changed and improved.

Then, using the Scoring Guidelines on pages 16-17, agree on an appropriate score for your school for this Category.

Your flip chart page(s) might look something like this:

CATEGORY 2.0—INFORMATION AND ANALYSIS

Strengths	Opportunities for Improvement
Question 1	Question 1
Question 2	Question 2
Question 3	Question 3
Question 4	Question 4
Question 5	Question 5
Question 6	Question 6
Question 7	Question 7
Question 8	Question 8
Question 9	Question 9
Question 10	Question 10
Question 11	Question 11

Our score for this Category:

☐ Excellent   ☐ Good   ☐ Adequate   ☐ Needs Improvement

Category 3.0 - Strategic and Operational Planning

The *Strategic and Operational Planning* category asks you to examine your school's planning process, how it sets strategic directions, and how it determines key plan requirements. Also examined is how the plan requirements are translated into an effective performance management system.

STRATEGY DEVELOPMENT

The process for developing short and long term plans to achieve leadership in student/ stakeholder satisfaction and overall school improvement. Development of critical success factors to serve as the basis for deploying plan requirements throughout the school.

STRATEGY DEPLOYMENT

The critical success factors and how they are deployed.

Overview Self-Assessment Exercise
PART ONE

Ask yourself the following questions about your school:

1. How do we develop short-term and long-term plans? Is there a well defined, well documented process for determining these plans?
2. Do our plans consider changing student/stakeholder requirements?
3. Do our plans consider comparable institutions?
4. How do we implement our plans? Is there a linkage between our activities, short-term goals, and long-term plans?
5. How do we evaluate and improve our planning process? Who is involved?
6. What are our critical success factors relating to student and overall school performance?
7. How are these critical success factors translated into an action plan and deployed throughout the school?
8. What are our key performance requirements and how do we measure if we are achieving them?
9. How are resources committed to achieve plan requirements, such as capital equipment, facilities, training, and personnel?
10. How do we project what our key measures or indicators of student and overall school performance will be in the future? How can we expect to compare to other schools?

Recording your Self-Assessment
PART TWO

On a flip chart, list your school's strengths in relation to the questions on the previous page. In other words, list what you believe is done well in your school. Then list opportunities for improvement. Capture ideas on what needs to be changed and improved.

Then, using the Scoring Guidelines on pages 16-17, agree on an appropriate score for your school for this Category.

Your flip chart page(s) might look something like this:

CATEGORY 3.0—STRATEGIC AND OPERATIONAL PLANNING

Strengths	Opportunities for Improvement
Question 1	Question 1
Question 2	Question 2
Question 3	Question 3
Question 4	Question 4
Question 5	Question 5
Question 6	Question 6
Question 7	Question 7
Question 8	Question 8
Question 9	Question 9
Question 10	Question 10

Our score for this Category:

☐ Excellent   ☐ Good   ☐ Adequate   ☐ Needs Improvement

Category 4.0 - Human Resource Development and Management

The *Human Resource Development and Management* category asks you to examine the effectiveness of your school's efforts to develop and realize the full potential of faculty and staff, including administration. An school that is committed to human resource excellence maintains a work environment that is conducive to performance excellence, full participation, and personal and organizational growth.

Specific areas to assess in your own organization are:

HUMAN RESOURCE PLANNING AND EVALUATION

How the school's human resource planning and evaluation — relating to work design, development, education and training, compensation, recognition, and recruitment—are student oriented, aligned with its overall strategy and address the development and well-being of the entire workforce.

FACULTY AND STAFF WORK SYSTEMS

How the school's work and job design and compensation and recognition approaches enable and encourage faculty and staff to contribute effectively to achieving high performance objectives.

FACULTY AND STAFF DEVELOPMENT

How the school enables faculty to meet objectives and determines what types of education and training faculty and staff need; how their knowledge and skills are used; how the school encourages the development of a multi-skilled workforce; and how education and training are delivered, reinforced, and evaluated.

FACULTY AND STAFF WELL-BEING AND SATISFACTION

How the school maintains a work environment and climate conducive to the well-being and development of faculty and staff.

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Overview Self-Assessment Exercise
PART ONE

Ask yourself the following questions about your school:
1. What are our plans for:
   - preparation and development of faculty and staff
   - promotion and compensation of faculty and staff
   - recruitment of faculty and staff
   - involvement of faculty and staff

   How are these plans integrated with the strategic planning process? What is the linkage between the human resource plan and the overall goals of the school?
2. How do recruitment and retention (or longevity for employment) plans address the needs for diversity in the workplace?
3. How do we encourage employees to contribute to the organization's objectives?
4. How do administration, faculty, and staff work together to ensure that everyone is able to make decisions about work in their own areas? How does non-academic management promote high performance through work and job designs which permit employees to organize themselves in formal or informal units or teams?
5. How does our compensation and recognition system support organizational improvement?
6. How do we determine who gets what training?
7. How do we ensure that our organization provides opportunities for career development?
8. How do we design, deliver, reinforce, and evaluate our employee education and training?
9. How does our organization provide for faculty and staff satisfaction, health, and safety?
10. How do we make sure that our staff maintains a high level of satisfaction? How do we measure the level of well-being and satisfaction of all employees?
11. What is done to foster cooperation/partnerships among employees and employee groups?

Recording your Self-Assessment
PART TWO

On a flip chart, list your school's strengths in relation to the questions on the previous page. In other words, list what you believe is done well in your school. Then list opportunities for improvement. Capture ideas on what needs to be changed and improved.

Then, using the Scoring Guidelines on pages 16-17, agree on an appropriate score for your school for this Category.

Your flip chart page(s) might look something like this:

CATEGORY 4.0—HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT

Strengths	Opportunities for Improvement
Question 1	Question 1
Question 2	Question 2
Question 3	Question 3
Question 4	Question 4
Question 5	Question 5
Question 6	Question 6
Question 7	Question 7
Question 8	Question 8
Question 9	Question 9
Question 10	Question 10

Our score for this Category:

☐ Excellent   ☐ Good   ☐ Adequate   ☐ Needs Improvement

Category 5.0 - Educational and Business Process Management

The *Educational and Business Process Management* category asks you to examine the systematic processes used by your school to pursue ever-higher quality and overall organizational performance. Examined are the key elements of process management: integration of quality into the design and development of educational programs and services; management of every step in your school's processes, including primary and support processes; management of business operations; and continuous improvement of your processes.

Specific areas to assess in your own organization are:

EDUCATION DESIGN

How **new** and/or modified educational programs and offerings are designed and introduced to meet quality and operational performance requirements.

EDUCATION DELIVERY

How delivery of educational programs and offerings meets design requirements.

EDUCATION SUPPORT SERVICE DESIGN AND DELIVERY

How education support services are designed and managed to meet the needs of students and key stakeholders.

RESEARCH, SCHOLARSHIP, AND SERVICE

How contributions to knowledge creation, knowledge transfer, and service via programs and activities are developed and managed.

ENROLLMENT MANAGEMENT

How recruitment, admissions, and/or entry processes are managed to ensure effective transitions for incoming students.

BUSINESS OPERATIONS MANAGEMENT

How key business operations are managed so that requirements are met and operational performance is continually improved.

Overview Self-Assessment Exercise
PART ONE

Ask yourself the following questions about your school:

1. How are new educational programs designed and introduced to address student needs?
2. How do we measure, evaluate, and improve the quality of the programs and services, as they were designed?
3. Has our school established a set of standards that reflect the desired quality of the school's activities and processes?
4. How do we measure and analyze our processes that focus on active learning?
5. How does the organization:
   - identify and design required support services for students, faculty, and stakeholders;
   - ensure successful delivery of those services;
   - determine the effectiveness of the services in meeting the needs of students, faculty, and stakeholders; and
   - modify services over time to improve productivity?
6. What data and information are used to determine the effectiveness of support services for students, faculty, and stakeholders including student data, demographic data, data from the best in the field, or other sources?
7. How do we contribute to knowledge creation and transfer to key stakeholders?
8. How do we use and evaluate the use of research to improve student learning, faculty development and other school mission objectives?
9. How does our organization work with feeder schools, prospective students and families to ensure that our requirements are understood?
10. How do we develop admissions and orientation procedures for incoming students to ensure a smooth and effective transition?
11. How do we manage and improve the quality of our business operations? Business operations include such diverse activities as legal services, cafeteria services, payroll, purchasing, supplies, etc.

Recording your Self-Assessment
PART TWO

On a flip chart, list your school's strengths in relation to the questions on the previous page. In other words, list what you believe is done well in your school. Then list opportunities for improvement. Capture ideas on what needs to be changed and improved.

Then, using the Scoring Guidelines on pages 16-17, agree on an appropriate score for your school for this Category.

Your flip chart page(s) might look something like this:

CATEGORY 5.0—EDUCATIONAL AND BUSINESS PROCESS MANAGEMENT

Strengths	Opportunities for Improvement
Question 1	Question 1
Question 2	Question 2
Question 3	Question 3
Question 4	Question 4
Question 5	Question 5
Question 6	Question 6
Question 7	Question 7
Question 8	Question 8
Question 9	Question 9
Question 10	Question 10
Question 11	Question 11

Our score for this Category:

☐ Excellent   ☐ Good   ☐ Adequate   ☐ Needs Improvement

Category 6.0 - School Performance Results

The *School Performance Results* category asks you to examine the achievements of your school, based on a number of key measurements. Looking at these measures, you are asked to describe the current levels of quality and recent improvement trends. You are also asked to compare your results with similar institutions.

Specific areas to assess in your organization are:

STUDENT PERFORMANCE RESULTS

Current levels and recent trends in all key measures of student performance and comparison of those levels and trends with other schools.

SCHOOL EDUCATION CLIMATE IMPROVEMENT

Current levels and recent trends for the most important measures of education climate and comparison of those levels and trends with other schools or appropriate benchmarks.

RESEARCH, SCHOLARSHIP, AND SERVICE RESULTS

Current levels and recent improvement trends in knowledge creation, knowledge transfer, and service improvement efforts and comparison of those levels and trends with other schools and with benchmarks.

SCHOOL BUSINESS PERFORMANCE RESULTS

Current levels and recent improvement trends in business performance improvement efforts and comparison of those levels and trends with other schools and key benchmarks.

Overview Self-Assessment Exercise
PART ONE

Ask yourself the following questions about your school:

1. What are the key measures of our student performance including, but not limited to, standardized test results, program, and/or service quality?
2. What are the key measures of our school's education climate?
3. What are the key measures of the research, scholarship, and service provided by the school?
4. What are the key measures of our school's business performance?
5. How are we doing relative to those measures?
6. What have been the recent trends in performance? Are we steadily improving?
7. Do we compare our quality with that of other schools?
8. If we do make these comparisons, how are we doing compared to other schools?

Recording your Self-Assessment
PART TWO

On a flip chart, list your school's strengths in relation to the questions on the previous page. In other words, list what you believe is done well in your school. Then list opportunities for improvement. Capture ideas on what needs to be changed and improved.

Then, using the Scoring Guidelines on pages 16-17, agree on an appropriate score for your school for this Category.

Your flip chart page(s) might look something like this:

CATEGORY 6.0—SCHOOL PERFORMANCE RESULTS

Strengths	Opportunities for Improvement
Question 1	Question 1
Question 2	Question 2
Question 3	Question 3
Question 4	Question 4
Question 5	Question 5
Question 6	Question 6
Question 7	Question 7
Question 8	Question 8

Our score for this Category:

☐ Excellent   ☐ Good   ☐ Adequate   ☐ Needs Improvement

Category 7.0 - Student Focus and Student and Stakeholder Satisfaction

The *Student Focus and Student and Stakeholder Satisfaction* category asks you to examine your relationships with your students and stakeholders. You are asked to describe how you determine their requirements, now and in the future. You should also examine:
- How you determine whether or not they are satisfied with your programs and services;
- Based on your measurements, the current levels and recent trends in their satisfaction; and your student/stakeholders satisfaction relative to that of other schools.

Specific areas to assess in your own school are:

STUDENT NEEDS AND EXPECTATIONS .

How your school determines current and future student needs and expectations and develops strategies to understand and satisfy them.

STAKEHOLDER RELATIONSHIP MANAGEMENT

How the school builds relationships with its stakeholders, and how it uses the information to improve those relationships and to improve programs and services.

STUDENT AND STAKEHOLDER SATISFACTION DETERMINATION

How the school determines its student/stakeholders' satisfaction, how it determines satisfaction relative to other schools; and how methods for determining student/stakeholder satisfaction are evaluated and improved.

STUDENT AND STAKEHOLDER SATISFACTION RESULTS

Current levels and trends in the most important measures of student/stakeholder satisfaction and dissatisfaction.

STUDENT/STAKEHOLDER SATISFACTION COMPARISON

Comparison and trends in the most important measures of satisfaction relative to similar schools.

Overview Self-Assessment Exercise
PART ONE

Ask yourself the following questions about your school:

1. Who are the key recipients of the programs or services we are providing?
2. How do we determine current and future students' near- and longer-term requirements and expectations for both current and future students?
3. How do we determine the requirements of other stakeholders?
4. How do we develop and maintain a relationship with our stakeholders?
5. How do we determine student/stakeholder or constituent satisfaction? How do we determine satisfaction relative to that achieved by other schools?
6. What are the key measures of satisfaction and dissatisfaction? What are our results related to these indicators?
7. What do we do with the student/stakeholder-related information we obtain? How do we use this information to identify improvements in our programs and services?
8. How are we doing compared to other schools?

Recording your Self-Assessment
PART TWO

On a flip chart, list your school's strengths in relation to the questions on the previous page. In other words, list what you believe is done well in your school. Then list opportunities for improvement. Capture ideas on what needs to be changed and improved.

Then, using the Scoring Guidelines on pages 16-17, agree on an appropriate score for your school for this Category.

Your flip chart page(s) might look something like this:

CATEGORY 7.0—STUDENT FOCUS AND STUDENT AND STAKEHOLDER SATISFACTION

Strengths	Opportunities for Improvement
Question 1	Question 1
Question 2	Question 2
Question 3	Question 3
Question 4	Question 4
Question 5	Question 5
Question 6	Question 6
Question 7	Question 7
Question 8	Question 8

Our score for this Category:

☐ Excellent   ☐ Good   ☐ Adequate   ☐ Needs Improvement

SELF-ASSESSMENT TALLY SHEET

Category 1.0 - Leadership

☐ Excellent ☐ Good ☐ Adequate ☐ Needs Improvement

Category 2.0 - Information and Analysis

☐ Excellent ☐ Good ☐ Adequate ☐ Needs Improvement

Category 3.0 - Strategic and Operational Planning

☐ Excellent ☐ Good ☐ Adequate ☐ Needs Improvement

Category 4.0 - Human Resource Development and Management

☐ Excellent ☐ Good ☐ Adequate ☐ Needs Improvement

Category 5.0 - Educational and Business Process Management

☐ Excellent ☐ Good ☐ Adequate ☐ Needs Improvement

Category 6.0 - School Performance Results

☐ Excellent ☐ Good ☐ Adequate ☐ Needs Improvement

Category 7.0 - Student Focus and Student and Stakeholder Satisfaction

☐ Excellent ☐ Good ☐ Adequate ☐ Needs Improvement

IDENTIFYING THE "VITAL FEW" OPPORTUNITIES FOR IMPROVEMENT

Congratulations! By conducting this self-assessment, you have taken the important first step toward initiating your school's continuous quality improvement effort. You should now have a preliminary sense of your school's achievements relative to the general requirements of each Missouri Quality Award Category. Now, the next step is to take the information you have gathered and use it to derive longer-term benefits for your school.

You'll need to undertake a few short activities to proceed:

1. Review as a whole team the opportunities for improvement that all your subteams have already identified; for the most part, these opportunities for improvement represent where your school is now and where you would like to be.
2. Decide which areas to address first. What areas must be improved right away to make the most significant difference in the quality achievement of your school?
3. Agree on the best way to measure your results. Decide which measurement(s) to use, determine how you're currently doing in relation to the metric, and set a goal for where you expect to go.
4. Prepare a corrective action plan..

Start by working on 1) and 2) above. The process is fairly simple:

- First, look over all your flip charts from the self-assessment exercises, paying particular attention to the "opportunities for improvement" that your subteams identified. You may want to take a few moments to combine similar or redundant statements; this step could save time later.
- Of all the opportunities for improvement, list one or two from each Category that are particularly important to the overall mission of your school. Your team should agree that the most important opportunities from each Category have been identified.
- Next, narrow the list of opportunities for improvement down to a total of about three to five —these are your "vital few". Narrowing the list is critical, because your school can't make every improvement right away. A few key improvement ideas can be incorporated into your near-term plans, and key successes can be achieved.
  Use a "consensus decision-making" process to help your team agree on the "vital few." The exact number of key improvement opportunities is not especially important; it is critical, though, to achieve some sort of consensus, or agreement, on the team's conclusions. Every member of the team should have an opportunity to express his or her opinion on the vital opportunities for improvement. Everyone may not feel that the final recommendations were the ones they would have made, but everyone should be comfortable supporting the outcome of this effort.

Based on the "vital few" opportunities for improvement that you've just identified, your next step is to agree on possible actions your school can take to achieve the improvements. Here's a process to follow:

- Take one of the vital few opportunities and have your team spend some time determining key causes.
- Decide on the best ways to measure your success.
- The team should then "brainstorm" possible actions the school might take. Focus on actions that are within your control, rather than actions that some other unit or organization must take.
- Once everyone has had a chance to suggest possible actions, use the consensus decision-making process to determine the best possible actions.
- Then, take a few moments to lay out a tentative timetable for accomplishing your goals.
- Next, follow the above steps for each of your "vital few" opportunities for improvement.

TAKING ACTION

Your flip chart notes for "Taking Action" might look something like this:

Our "vital few" Opportunities For Improvement	Ways To Measure Success	Possible Action(s)	Date of Implementation	Person(s) Responsible

One you've completed this exercise, you and your team should take a few moments to pat yourselves on the back. You've completed a preliminary self-assessment and outlined next steps. Your school can start incorporating the corrective actions into your plans right away.

The improvements you make in the coming weeks and months should pave the way for ongoing success on your quality journey towards continuous performance improvement.

CLOSING/FEEDBACK

THE NEXT LEVEL

The exercises in this *Show Me Challenge* Guide are designed to help you and your team conduct a **preliminary** self-assessment of your school. If your school 's quality improvement efforts are more mature, you may be interested in pursuing a more in-depth approach to self-assessment by exploring the next level of the *Show Me Challenge*. As you have seen, this guide's exercises help you compare your progress relative to the general concepts in the seven Missouri Quality Award Categories. The next level is an evaluation of your progress in comparison to the **Items and Areas to Address** within the categories.

For clarification, turn to the Missouri Quality Award Criteria in the *1995 Application Forms and Criteria* booklet. Looking at Category 1.0, Leadership, you will notice that this Category is subdivided into three "Items." Senior Administration Leadership, Leadership System and Organization, and Public Responsibility and Citizenship. Within these items are "Areas to Address" which are designated by lower case letters (a,b,c, etc.).

Using the same self-assessment process you just used on pages 18-36 in this guide, you and your team can begin to evaluate your specific quality approach, deployment, and results. This process will be more time-consuming than the "areas to assess" exercises in this guide, but they will also allow you to develop a more complete picture of your progress relative to **all** of the Missouri Quality Award Criteria.

An additional step toward conducting a more in-depth self-assessment is to have your team do extensive **research** to determine the actual status of your school. Before you discuss strengths and opportunities for improvement, research allows your team to collect data and other evidence to support objective conclusions. This approach will ensure a much more accurate self-assessment.

Eventually, you may want to consider completing a Missouri Quality Award application. Preparing a written application requires thorough research and work on all of the Missouri Quality Award Criteria. The benefit of going through the application process is that it will, in itself, prove to be an enormous learning and self-assessment experience for your school. Additionally, your application will receive a thorough evaluation by a team of Examiners. Whether or not you receive the Award, these Examiners will provide extensive written feedback on your school's strengths and opportunities for improvement. The feedback provides confirmation of your own self-assessment and will offer additional insights and ideas from an objective perspective. This independent assessment can be an extremely valuable tool to use in your ongoing pursuit of excellence.

However you proceed with self-assessment, the *Show Me Challenge* encourages your continued involvement and interest in quality. A commitment to improvement will build the foundation of enduring growth and prosperity in Missouri and across the nation.

GLOSSARY

The following is a list of terms, phrases, and definitions which anyone embarking on the *Show Me Challenge* may encounter. Terms which are particularly important in the Missouri Quality Award Criteria are preceded by an asterisk (*).

ACTIVITY: One specific action or operation, composed of tasks, which is a factor in a process. A series of activities comprises a process.

ACTIVITY CHART: An input/output process model which identifies suppliers, resources needed to perform each activity within a process, outputs generated by each activity, recipients (student/ stakeholders) for the outputs, and present and potential problems occurring in each activity.

APPRAISAL: Action to detect defects; inspection, review, checking, testing, etc, are examples of forms of appraisal.

ATTRIBUTES: An inherent characteristic of a product, program, or service such as its cost, color, function, duration, etc.

*BENCHMARKING: An improvement process in which a company or school compares its performance against Best-in-Class companies or schools, determines how those companies or schools achieved their performance levels, and uses the information to improve its own performance. The subjects that can be benchmarked include: strategies, products/programs/services, operations, processes, and procedures.

BOUNDARIES: The natural limits of a process, defined as where the process begins and where the process ends.

CHARTS: Graphic presentation of data and results.

COMMON CAUSE: Predictable, normal, random variation present in every process due to the combination of existing inputs.

*COMPETITIVE COMPARISONS: The systematic process of gathering and comparing data and information about products and services to that of a competitor.

CONFORMANCE: An affirmative indicator or judgment that a product, program, or service has met the agreed upon requirements of: (1) a student/stakeholder/client/constituent, or (2) a relevant specification, contract, or regulation.

CONSENSUS: A group decision to which every group member has agreed after having had the opportunity for open discussion.

*CONTINUOUS IMPROVEMENT: The ongoing improvement of products, programs, services, or processes through incremental and breakthrough improvements. It involves the never-ending spiral of planning, doing, checking, and taking corrective action, with the goal of achieving desired results.

CORRECTIVE ACTION: Action taken to eliminate the root cause(s) of problems and their recurrence.

COST OF QUALITY: Cost of activities that wouldn't be necessary if products and services were produced defect-free. These include defect prevention, detection/appraisal (review, inspection, audit, etc.), and failure.

CRITICAL SUCCESS FACTOR: Areas of performance most critical to the school's success.

CULTURE: A prevailing pattern of activities, interactions, norms, sentiments, beliefs, attitudes, values, and products in an school. The shared experience of a group.

CULTURAL CHANGE: A change in the values, standards, and daily conduct within an school.

CUSTOMER (external): A person or school who receives a product, a service, or information) but is not part of the school supplying it. (Referred to as student/stakeholder within the education sector).

CUSTOMER (internal): A person or unit who receives output (product, service, or information) from another person or unit within the same unit or from another unit within the larger school of which it is part.

*CYCLE TIME: The interval required to complete a task, or function, starting from the beginning of the first step until the completion of the last.

*DATA: Facts which must be gathered and analyzed for information. Only data gathering and analysis permit one to "speak with facts."

*DATA MANAGEMENT: The process by which the reliability, timeless, and accessibility of an school's data base is assured.

DEFECT: Failure to meet a business or student/stakeholder requirement.

DEPLOYMENT: The systematic process of introducing an activity or process to all applicable areas of an school.

DETECTION: Activities to determine conformance of goods or services to valid requirements (e.g., inspection, review, appraisal, checking, testing).

DIVERSITY: The characteristic of a workforce which is a result of individual differences between its members. Specific differences may include: gender, workforce minorities, or individual disabilities. Workforce diversity can be a major organizational strength if the knowledge, abilities, and strengths of individual workers are recognized and respected.

EFFECTIVENESS: Meeting agreed-upon requirements for supplier inputs and student/stakeholder outputs.

EFFICIENCY: Minimizing time and/or other resources spent on activities which do not add value .

*EMPLOYEE INVOLVEMENT: A practice within an school whereby employees regularly participate in making decisions on how their work is done, including making suggestions for improvement, planning, goal setting, and monitoring performance.

*EMPOWERMENT: A condition whereby employees have the authority to make decisions to take action on their own without prior approval.

EXPERT: The person actually performing the work in a competent manner.

EXTENT: Measuring the degree to which the process or activity occurs.

FACILITATOR: A person knowledgeable in process improvement, problem solving, and group dynamics who assists teams and team leaders by serving as coach, communicator, coordinator, promoter, and teacher as needed.

*INDICATOR: Overall performance as evaluated by multiple measures. Used when overall performance cannot be evaluated by one type of measure.

INPUTS: Things and information needed to perform an activity (time, materials, resources, equipment, parts, procedures, instructions, data).

LEADERSHIP SYSTEM: The approaches developed and led by senior administrators, and used at all levels of the school to create an environment conducive to high performance, student/stakeholder satisfaction, and continuous improvement. The leadership system includes actions, activities, and processes involving senior administrators, all management levels, and the workforce which serve to effectively lead the school, and how all employees of the school take a leadership role in their areas of responsibility.

MANAGEMENT COMMITMENT AND LEADERSHIP: Support of management is indicated by commitment of resources and personal involvement in all facets of the quality improvement process.

MANAGEMENT BY FACT: A key focus of Total Quality, meaning that all employees manage the work they do by collecting objective data and making decisions based on this information.

*MEASURE: The act or process of measuring is used to compare results with requirements. The term measure is used when performance can be measured directly, such as cycle time or on-time delivery.

MISSION: The purpose and focus of an school. The mission is generally defined in terms of products and services of an school.

NON-VALUE ADDED: Activities or work which do not directly contribute to the product or service meeting the needs of the student/stakeholder. Such non-value added activities can include storage, transportation, review, appraisal, inspection, rework, etc.

OPTIMIZATION: A process of orchestrating the efforts of all components toward achievement of the stated aim so everyone gains.

OUTPUTS: Things and information which are the end result of an activity (product, reports, services, information, etc.).

*PARTNERING: The establishment of a long term relationship between two parties characterized by teamwork and mutual trust, allowing both parties to focus on the needs of a mutual student/stakeholder. Partners share risks as well as benefits. Partnering arrangements can be with labor, management, employees, suppliers, government, and educational institutions.

PDCA CYCLE: Plan-Do-Check-Act. A reiterative cycle based on the simple premise that continuous improvement requires planning implementation, analysis of results, and action for improvement. The cycle of continuous improvement.

*PERFORMANCE STANDARD: A goal against which actual performance is measured.

PREVENTION: A future-oriented approach to quality management which achieves quality improvement through corrective action on a process.

PROBLEM: An opportunity for improvement or undesirable condition, often manifested by symptoms, created by root causes which must be systematically identified and eliminated to control the problem.

PROBLEM CAUSE: Anything (practice, procedure, tool, machine, or event) which detracts from perfect performance of a service or product, as defined by the student/stakeholder for that product or service.

PROCEDURES: Step-by-step tasks which are necessary to meet standards; a method or manner of proceeding. How to meet standards.

*PROCESS: A systematic and defined method of doing something. A process generally involves a number of steps or operations.

QUALITY CONFORMANCE: Conformance to valid requirements which are defined by the student/stakeholder. Requirements must be defined in a measurable format.

QUALITY ASSESSMENT: The operational techniques and activities used to evaluate the quality of processes, practices, programs, products, and service.

QUALITY CONTROL: The operational techniques and activities used to ensure that quality standards are met.

QUALITY PERCEIVED: The value a particular student/stakeholder, client, or constituent places on an school's products and services.

*QUALITY VALUES: The principles and beliefs that guide an school and its people toward the accomplishment of its vision, mission, and quality goals.

*RECOGNITION: Appreciation or acknowledgment of a job well done.

REQUIREMENTS: Laws, statutes, rules, procedures, policies, specifications, objectives, goals, operating directives, performance standards, etc.

REWORK: Repeated work required when a process fails or standards are missed.

ROOT CAUSE: The major contribution to nonconformance, the prime cause of a problem. The root cause(s) must be eliminated to assure quality by eliminating or significantly reducing the problem (nonconformance) created by the root cause.

SOLUTION: Action which will remove the root cause(s) of a problem.

STANDARD: A rule established to create a yardstick for measuring or guiding quantity, quality, value, etc. A vehicle for communication.

STRATEGY: A series of planned and sequenced tasks, which together, allow for achievement of the critical success factor. Strategies must be clearly stated, observable, and measurable.

SYMPTOM: Observable evidence of a problem or of nonconformance to valid requirements. Symptoms do not cause or explain a problem, they only point toward a problem.

*SYSTEM: A set of well-defined and well-designed processes for meeting the school's quality and performance requirements.

TOOL: An instrument used to perform a task or to display collected data. For example: graphs, charts, diagrams, questionnaires, etc.

*TOTAL QUALITY: A systematic student/stakeholder focused approach to continuous performance improvement. A philosophy and set of guiding principles which represent the foundation for continuously improving the school. The application of quantitative methods and human resources to improve the materials and services supplied to and by an school, and all the processes within the school, the degree to which the needs of the student/stakeholder are met. The integration of fundamental leadership and management techniques, existing improvement efforts, and technical tools, under a disciplined approach, to focus on continuous improvement.

VALID REQUIREMENTS: Procedures, specifications, plans or policies which meet the needs of the student/stakeholder(s) and are current, realistic, understandable, measurable, achievable, and compatible with other requirements. When conformed to, valid requirements yield quality.

VALUE ADDED: Activities or work essential to ensure a product or service meets the needs of the student/stakeholder.

*VALUES: Principles or qualities which are worthwhile and govern the operation of an school.

VARIATION: Periodic or sporadic changes or deviations within a process.

*VISION: A clear, positive, forceful statement, usually 25 words or less, describing what the school wants to be in three to five years or more, expressed in simple specific terms.

*WORK AND JOB DESIGN: How faculty and staff are organized and/or organize themselves in formal and informal, temporary or longer-term units. This may include work teams, problem-solving teams, functional units, departments, self-managed or managed by supervisors.

QUESTIONNAIRE FOR USERS

PURPOSE: This the first year that the Excellence in Missouri Foundation is offering the Show Me Challenge. In the interest of continuous improvement, we are asking users to take a few moments to fill out and return the following evaluation form. Your comments will be reviewed and become a part of our process to modify and improve this guide.

INSTRUCTIONS: Complete the following items by checking the appropriate box and/or writing in your comments as requested.

1. *Respondent Information*

What type of organization are you?

☐ K—12 School
☐ School District
☐ Higher Education
☐ Other

What is the size of your school?

☐ Large (Over 500 employees)   ☐ Medium (100-499 employees)
☐ Small (Less than 100 employees)

Is this your first exposure to the Show Me Challenge and the Missouri Quality Award criteria?

☐ Yes   ☐ No

2. *Usefulness of the Show Me Challenge Guide*

How would you rate the clarity of the purpose and instructions for the self-assessment exercises?

☐ Excellent   ☐ Good   ☐ Fair   ☐ Poor

What Suggestions do you have to improve the clarity of the purpose and instructions?

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3. Additional Suggestions for Improvement

IDENTIFYING THE "VITAL FEW" OPPORTUNITIES FOR IMPROVEMENT

Was this section easy to use and clearly presented in this preliminary self-assessment?

☐ Excellent ☐ Good ☐ Fair ☐ Poor

How would you improve it?

TAKING ACTION

Was this section clear, helpful, and useful as part of the self-assessment?

☐ Excellent ☐ Good ☐ Fair ☐ Poor

How would you improve this part of the exercise?

Overall evaluation of the Show Me Challenge Self-Assessment Process

How would you rate the overall benefit to your school of reading this guide and pursuing the preliminary self-assessment?

☐ Highly relevant ☐ Moderately relevant ☐ Not relevant

Briefly explain your rating.

4. Please feel free to provide any additional comments or suggestions you may have for improving the Show Me Challenge.

Thank you for taking the time to complete this questionnaire. Please return the questionnaire to:
Excellence in Missouri Foundation • Harry S Truman State Office Building, Room 620
Post Office Box 1085 • Jefferson City, Missouri 65101

Show Me Challenge

EXCELLENCE IN MISSOURI FOUNDATION

Board of Directors

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